

# DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS

## Doland School District Continuous Improvement Monitoring Process Report 2006-2007

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**Date of Report:** December 5, 2006

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

<b>Promising Practice</b>	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
<b>Meets Requirements</b>	The district/agency consistently meets this requirement.
<b>Needs Assistance</b>	The district/agency consistently does not meet this requirement and is out of compliance.
<b>Needs Intervention</b>	The district/agency consistently does not meet this requirement and is out of compliance.
<b>Not applicable</b>	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

### **Principle 1 – General Supervision**

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- A – General District Information
- C – Suspension and Expulsion Information
- H – Exiting Information

- Surveys
- Private school information
- Comprehensive plan
- Comprehensive system of personnel development plan
- Screening

### **Meets requirements**

The steering committee concluded the Doland School District has an ongoing child find system to locate, identify and evaluate children with disabilities ages birth through 21 years of age. Pre-referral and referral systems are in place to ensure students are identified without unnecessary delay. If a child with disabilities is referred or placed in a private school or facility by the Doland School District, the district's comprehensive plan addresses the school's responsibility in accordance with Individuals with Disabilities Act (IDEA).

The Doland School District uses data-based decision-making procedures to review and analyze data to determine if the district is making progress toward the state's performance goals and indicators. The district analyzes data and revises policies if significant discrepancies are found between the long-term suspension and expulsion rates for children with and without disabilities.

The district ensures that an adequate supply of personnel are employed and are properly supervised, fully licensed and certified to work with children with disabilities. The district implements procedures to determine personnel development needs and takes appropriate action to meet those identified needs.

### **Validation Results**

#### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements for general supervision as concluded by the steering committee.

### **Principle 2 – Free Appropriate Public Education**

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3<sup>rd</sup> birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- C – Suspension and Expulsion Information
- I – Age Placement Alternative Data
- K – Early Intervention (Part C) Exit Information
- Comprehensive Plan

### **Meets Requirements**

The steering committee concluded the Doland School District has not had any students with disabilities suspended or expelled from school for more than 10 cumulative days. Policies and procedures are in place to ensure that such students would be provided FAPE.

### **Needs improvement**

The steering committee concluded that written consent, the amount of time and frequency of service was not consistently documented for extended school year services (ESY).

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements for free appropriate public education as concluded by the steering committee.

### **Out of Compliance: Needs Assistance**

**ARSD 24:05:25:26 Extended school year authorized.** The district shall provide special education or special education and related services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE.

An IEP pursuant to chapter 24:05:27 shall be developed by the IEP team and implemented with informed parental consent. The IEP team shall determine the length of the school day and duration of extended school year services based on the individual child's needs.

Through interview and a review of student records, consent for ESY was not obtained for two students.

The length of day and duration of service was not specified for another student.

## **Principle 3 – Appropriate Evaluation**

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- A – General District Information
- Student File Reviews
- Surveys
- Comprehensive Plan

### **Meets requirements**

The steering committee concluded the Doland School District provides appropriate written notice and obtains informed consent before assessments are administered to a child as part of an evaluation or re-evaluation. The district ensures proper identification of students with disabilities through the evaluation process and ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility with the exception noted below.

### **Needs improvement**

The steering committee concluded parent input into the evaluation process was not consistently documented.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees that the Doland School District provides appropriate written notice before assessments are administered to a child as part of an evaluation or re-evaluation. The district ensures proper identification of students with disabilities through the evaluation process. Parent input into the evaluation process was consistently documented and therefore meets requirements.

### **Out of Compliance: Needs Assistance**

**ARSD 24:05:30:17. Consent.** "Consent" means that the parents have been fully informed in the native language or another mode of communication of all information relevant to the activity for which consent is sought in the native language or another mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought; the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parents is voluntary and may be revoked in writing at any time. If a parent revokes consent, that revocation is not retroactive (i.e., the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked).

Through interview and a review of student records the monitoring team identified one student who received speech, language, behavior and adaptive behavior evaluations which were not included on the written prior notice/consent. The written prior notice/consent for another student stated behavior would be assessed however no evidence the evaluation was administered could be located.

**ARSD 24:05:25:04. Evaluation procedures.** School districts shall ensure, at a minimum, that evaluation procedures include the following:

(1) Tests and other evaluation materials are provided and administered in the child's native language or by another mode of communication that the child understands, unless it is clearly not feasible to do so.

Through a review of student records the monitoring team noted that an interpreter was not used during the reevaluation procedures for a 12 year old student. Documentation on the determination for reevaluation form, the multidisciplinary team report and the consideration of special factors in the IEP indicated the student

may be limited English proficient. There was not indication in the evaluation report that the results may be invalid.

**ARSD 24:05:25:06. Reevaluations.** Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents.

**ARSD 24:05:27:08. Yearly review and revision of individual educational programs.** Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year.

Through interview and a review of student records, the 25 school day reevaluation timeline was exceeded for one student. Consent was received on 9-26-06 and the last evaluation was conducted on 10-27-06. The annual review timeline was exceeded for one student (10-12-05 to 10-18-06).

## **Principle 4 – Procedural Safeguards**

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- L – Complaints
- M – Hearings
- Comprehensive plan
- Parental rights document
- Consent and prior notice forms
- Family Education Right and Privacy Act (FERPA) disclosure

#### **Meets requirements**

The steering committee concluded the Doland School District ensures parents are informed of their parental rights and are fully informed in their native language or another mode of communication of all information relevant to the activity for which consent is sought. The district ensures the rights of a child are protected if no parent can be identified.

The district provides parents of children with the opportunity to inspect and review all educational records concerning the identification, evaluation and educational placement of their child and the provision of a free appropriate public education

(FAPE). The district has not had a complaint or due process hearing request within the past 5 years. Policies and procedures are in place for responding to a hearing request if needed.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under procedural safeguards as identified by the steering committee.

## **Principle 5 – Individualized Education Program**

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- Early Intervention (Part C) Exit Information
- Comprehensive plan
- Student file reviews

### **Meets requirements**

The steering committee concluded that written notice is provided for all IEP meetings and includes all the required content. The IEP team is comprised of appropriate team members and meets all identified responsibilities. The district has policies and procedures in place to ensure an appropriate IEP is developed and in effect for each eligible student.

### **Needs improvement**

The steering committee concluded representatives from other agencies were not consistently invited to participate in the IEP meetings for students of transition age. IEPs did not consistently contain measurable/observable annual goals and/or short term objectives that consistently include conditions, performance and criteria. IEPs need to document how and when progress would be reported to parents.

### **Out of compliance**

The steering committee concluded the present levels of performance did not consistently identify specific skills when identifying the student's strengths, weakness and the student's involvement/progress in the general curriculum. Present levels did not represent the students' disabilities or suspected disability.

Present levels of performance were not consistently linked to functional evaluation. For students who were evaluated due to behavior concerns, the IEPs did not consistently reflect the positive behavior interventions, supports, behavior goals/objectives and/or a behavior program.

The district needs to consistently document the description of the special education and related services to be provided to the student (specific service, amount of service, location) and a written justification why instruction could not be conducted in the regular classroom setting. Transition services need to be addressed in the IEPs for all students age 16 and older.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under individual education program as concluded by the steering committee. Other areas identified as meeting requirements include annual goals and short term objectives. How and when progress would be reported to parents was documented in the IEPs. The present levels of performance were linked to assessment and contained the student's strength, weakness and involvement/progress in the general curriculum. Positive behavior interventions and justifications for placement were well documented. Transition was addressed in the IEPs for students age 16 and older.

### **Out of Compliance: Needs Assistance**

**ARSD 24:05:27:13.02. Transition services.** Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through a review of two student records the activities and services developed did not represent a coordinated set of activities. There was no evidence of an annual goal or activity/service that would help the students to progress towards the stated post-secondary goals.

**ARSD 24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include:

(3) A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student,

### **CFR 300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services**

What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's

commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly stated in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Through interview and a review of two student records, the monitoring team concluded the district did not specifically state the various services to be provided to the student in the IEP. The IEPs simply stated "special education services" along with a total amount of time and location.

## **Principle 6 – Least Restrictive Environment**

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- Student File Reviews
- Comprehensive Plan

#### **Meets requirements**

The steering committee concluded the Doland School District ensures all eligible students receive services in the least restrictive environment with the supports they need for their successful participation.

### **Validation Results**

#### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under least restrictive environment as identified by the steering committee.